

LETTER FROM THE COMMISSIONER

Alaska's leaders have taken significant steps to improve our public schools. The State Board of Education & Early Development, parents, school board members, business leaders and hundreds of others are moving on many fronts to improve the academic achievement of our children and the quality of our schools.

A key part of this effort is to improve the skills and abilities of the professionals—the teachers and administrators—who teach our children and lead their instructional programs. A landmark step toward this end occurred in 1994 when the State Board of Education & Early Development adopted teacher standards. These standards were amended in 1997. The board also adopted standards for administrators in 1997. For the first time in Alaska's history, these standards clearly define the skills and abilities that our teachers and administrators need to possess to effectively prepare today's students for successful lives and productive careers.

Many people and organizations were involved in developing the standards, which provide the bedrock for further restructuring public K–12 schools and colleges of education.

The Standards for Alaska's Administrators adopted by the State Board of Education & Early Development are highlighted in this brochure.



Roger Sampson
Commissioner

For further information about these standards or other efforts to improve the quality of Alaska's education workforce, please contact us at:



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STANDARDS for ALASKA'S ADMINISTRATORS



STANDARDS

FOR ALASKA'S ADMINISTRATORS

1 An administrator provides leadership for an educational organization.

Performances that reflect attainment of this standard include

- working with and through individuals and groups;
- facilitating teamwork and collegiality, including treating staff as professionals;
- providing direction, formulating plans and goals, motivating others, and supporting the priorities of the school in the context of community and district priorities and staff and student needs;
- focusing on high priority issues related to student learning and staff competence;
- recognizing and acknowledging outstanding performance;
- solving or convening others to solve problems and making sound judgments based on problem analysis, best practice, and district goals and procedures;
- prioritizing and using resources effectively to accomplish organizational goals through planning, involving others, delegating, and allocating resources sufficiently to priority goals;
- taking action to carry out plans and accomplish goals; and
- maintaining the administrator's own professional goals.

2 An administrator guides instruction and supports an effective learning environment.

Performances that reflect attainment of this standard include

- supporting the development of a schoolwide climate of high expectations for student learning and staff performance;
- ensuring that effective instructional methods are in use;
- maintaining school or program-level records of student learning and communicating students' progress to the appropriate individuals or entities;
- developing and supporting instructional and auxiliary programs for the improvement of teaching and learning; and
- facilitating the establishment of effective learning environments.

3 An administrator oversees the implementation of curriculum.

Performances that reflect attainment of this standard include

- demonstrating knowledge of current major curriculum design models, including a standards-based curriculum;
- interpreting school district curricula in terms of school-level organization and program;
- facilitating staff's alignment of materials, curricula, methods, and goals and standards for student performance;
- monitoring social and technological developments as they affect curriculum.

4 An administrator coordinates services that support student growth and development.

Performances that reflect attainment of this standard include

- implementing and overseeing student behavior and discipline procedures that promote the safe and orderly atmosphere of the school;
- providing for student guidance, counseling, and auxiliary services;
- coordinating outreach for students, staff and school programs, community organizations, agencies and services;
- being responsive to parent and family requests for information, involvement in student learning, and outreach assistance;
- supporting the development and use of programs that connect schooling with plans for adult life; and
- supporting the development and overseeing the implementation of a comprehensive program of student activities.

5 An administrator provides for staffing and professional development to meet student learning needs.

Performances that reflect attainment of this standard include

- supervising or arranging for the supervision of staff for the purpose of improving their performance, demonstrating the ability to apply, as appropriate, both collegial and hierarchical models;
- working with faculty and staff to identify individual and group professional needs and to design appropriate staff development opportunities;
- evaluating staff for the purpose of making recommendations about retention and promotion; and
- participating in the hiring of new staff based upon needs of the school and district priorities.

6 An administrator uses assessment and evaluation information about students, staff, and the community in making decisions.

Performances that reflect attainment of this standard include

- developing tools and processes to gather needed information from students, staff, and the community;
- using information to determine whether student, school, or program goals have been met and implementing changes where appropriate;

- interpreting assessment information and evaluations for others; and
- relating programs to desired standards or goals.

7 An administrator communicates with diverse groups and individuals with clarity and sensitivity.

Performances that reflect attainment of this standard include

- communicating clearly, effectively, and with sensitivity to the needs and concerns of others, both orally and in writing;
- obtaining and using feedback to communicate more effectively;
- recognizing the influence of culture on communication style and communicating with sensitivity to cultural differences; and
- communicating a positive image of the school in the community.

8 An administrator acts in accordance with established laws, policies, procedures, and good business practices.

Performances that reflect attainment of this standard include

- acting in accordance with federal and state statutes, regulations, and other law;
- working within local policy, procedures, and directives; and
- administering contracts and financial accounts responsibly, accurately, efficiently, and effectively.

9 An administrator understands the influence of social, cultural, political, and economic forces on the educational environment and uses this knowledge to serve the needs of children, families, and communities.

Performances that reflect attainment of this standard include

- acting with awareness that schools exist in a political environment and are affected by other systems with which they intersect and interact;
- identifying relationships between public policy and education;
- recognizing the appropriate level at which an issue should be resolved, including home, classroom, building, and district levels, and taking appropriate action;
- engaging in and supporting efforts to affect public policy to promote quality education for students;
- addressing ethical issues that arise in the educational environment, acting with care and good judgment within appropriate time frames; and
- enlisting public participation in and support for school programs, student achievement, and the schoolwide climate for learning.

10 An administrator facilitates the participation of parents and families as partners in the education of children

Performances that reflect attainment of this standard include

- supporting and respecting the responsibilities of parents and families, recognizing the variety of parenting traditions and practices in the community;
- ensuring that teachers and staff engage parents and families in assisting student learning;
- maintaining a school or program climate that welcomes parents and families and invites their participation; and
- involving parents and community in meaningful ways in school or program decision-making.

